

COMMON SCHOOL ADVOCATE:

A MONTHLY PAPER FOR THE PROMOTION OF EDUCATION.

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To Subscribers.

This paper has been established for the purpose of promoting Primary Schools in the Southern and Western States. It will be furnished *gratuitously* to all Teachers, School Committees, Trustees, &c. It can be sent by mail to any part of the country for a very trifling postage.

Among many eminent teachers who will furnish articles for this paper, are EDWARD D. MANSFIELD, Professor of Constitutional Law in Cincinnati College and Inspector of Common Schools; LYMAN HARDING, Professor in Cincinnati College and Principal of the Preparatory Department of that Institution; ALEXANDER MCGUFFEY, Professor in Woodward College. It is also expected that Professor Calvin E. Stowe will give the assistance of his pen. Professor Stowe is daily expected from Europe, where he has spent the last year, and will be able to furnish highly interesting information in regard to the systems of instruction in Prussia, Germany, Switzerland, and other parts of the continent.

"The paper will take no part in sectarianism or politics, but the leading object of it shall be to show the influence and importance of schools—to interest the leading prominent men in their improvement—to make known and excite to proper action, the indifference and apathy of parents—to show the necessity of well-qualified teachers—to point out the defects in the prevailing systems of instruction, and the evils from bad school government—to suggest remedies for these defects in teaching and government—to recommend proper school books—to describe the wrong structure and location of school-houses, and to suggest plans for their improvement—to prevail on trustees, inspectors and commissioners of schools to be faithful in the performance of their *whole duties*—and, in a word, to urge, by all proper means, every member of the community to give its earnest co-operation with our Common Schools."

All Letters and Subscriptions should be directed, (*post paid*) to the "COMMON SCHOOL ADVOCATE," CINCINNATI, OHIO.—As the Paper is furnished *free of charge*, the publishers will take no Letters from the Post Office upon which the postage has not been paid. This regulation will be strictly observed in all cases.

In selecting matter for this paper extracts have been freely made from the "Common School Assistant," published in the State of New York, and edited by that untiring friend of common schools, J. O. Taylor. Also, from "The Annals of Education," the "School teachers' Friend" by Dwight. The volumes of the "American Institute of Instruction," and many other valuable works not accessible to most teachers.

COMMON SCHOOL ADVOCATE.

It is our intention to notice such School Books as shall appear to be most suitable for our Common Schools. We are fully aware of the importance of performing this duty with

scrupulous fidelity. When we speak of books it will be for the benefit of schools,—for the good of the people, and never for the benefit of speculating authors.

We invite our readers to the "Eclectic School Books." This "Series" will ultimately comprise a complete set of the books required for primary instruction. There are already published, the 1st, 2d, and 3d Readers; and, "Rays Little Arithmetic." The Primer, 4th Reader, and "Ray's Eclectic Arithmetic,"—will be issued very soon.

The design of the authors in preparing these books, has been the introduction of a complete, improved, and uniform series into our Schools. If the object can be accomplished, the constant difficulties and great expense occasioned by the frequent changes of books will be wholly avoided,—an end greatly to be desired.

School Masters.

The most essential workmen in a republican community, are school-masters; and the most necessary work is that which is done by them; and it is important not only that they should be good and able, but that there should be enough of them, and that their powers should not be wasted on too extensive a field, but be prudently and *individually* bestowed. For republican citizens are not a mass, a mob, but they are individuals, and are to be counted not by the dozen, or the score, but one, two, three, four, five, &c.: it is thus that they are counted at the ballot box, and thus they should be counted in the school-room—beginning at one and ending at thirty or thirty-five, and then appointing your fatherly and conscientious school-master, saying, educate me these children, and lose not one of them, for there is joy and good to this republic, that even one should be rendered available, and sorrow and disappointment, if one becomes an outcast.—Samuel Lewis.

School Books.

In this country a more enlarged public spirit, a more patient attention to detail, a more generous encouragement to individual effort than are now given to the subject, must elevate our popular education, or it will not be elevated. Practical men, well informed and sincerely interested, must examine the elementary works used in our schools; a wise criticism must be exerted upon them if they are expected to accomplish any great good—which undoubtedly they might. The superficial, ill adapted, inaccurate, and oftentimes exceedingly vulgar books, put into the hands of children at school, by speculators and compend makers, debase literature; and

make the true minister of things high and holy—things lovely and of good report, the very organ of belittling the human soul; of narrowing the province of intellect; of adulterating the wine of life; of deteriorating the bread that comes down from heaven in the forms of science, of poetry, and of true morality. O that some generous spirit would engage in this work, would declare the censure of the sound mind upon unprofitable teaching; would purge the infected world of the foul abuse, daily and hourly practised upon millions of the young; and who would call out and encourage the labors of the learned in behalf of little children.—Hillard.

Reading.

Never let children or youth read what they do not understand, or that in which they can feel no interest. Let such books be put into their hands as are level with the capacities. Such as contain information which may be gratifying for children to receive; such as treat of subjects with which it will be useful for them to become acquainted; and such as have motives sufficient within themselves to make the young eager to peruse them. Let an instructive story be told in a simple, chaste, forcible style; or some of Nature's handy works be described in a plain, natural and speaking language; or the application of some of the sciences to the practical purposes of life, be written in a simple, clear, intelligent manner; or the biography of some exemplary youth; or any proper subject which children and youth can sympathize with and feel a lively interest in. If our school-books were of this nature, we should hear but very little bad reading. Who of us ever thinks of correcting a child in its pauses, emphasis, or tones of voice, when we hear it in animated conversation with one of its playmates? Let the child read what it understands and feels an interest in, and it will read as correctly as it converses. We say then, again, (for we do think this great evil of compelling children to pronounce words for years, to which they attach no meaning whatever, too much neglected,) never let children read what they do not understand. If there are words in the lesson of which they do not know the meaning, let the dictionary, or the attached glossary, or the teacher define them. Never let the young reader pronounce a word without obtaining the meaning the author attached to it.

The teacher should frequently question his class on what has been read, that he may know how far the readers have comprehended their author, and ascertain what meaning they connect with the individual words.

If we should ask adults, and even liberally educated men, to define some words of the most common use, they would hesitate, and probably be unable to give any thing like a concise, correct definition. In this, the systems of instruction in all our literary institutions are miserably defective. Educated men are in the constant habit of using words, to which they attach a connective meaning, indeed obtained from usage, but to which they would be unable to give a concise definition. This evil is universal in our primary schools, and is seen to a greater or less extent in all our higher institutions up to the professional college. It is no wonder that men make such an improper choice of words, that they use so many that are equivocal, and that they are so frequently misunderstood. Ignorance of the correct meaning of words does not permit them to select such as express what they intend to communicate.

There is in our district schools, another bad practice which gives almost all the scholars very unnatural and disagreeable habits. I refer to that high, uniform pitch of voice the young reader is sure to strike into. I do not remember that I ever heard a child read in a natural, conversational tone of voice. This is a great defect; teachers should be careful to have their pupils read in natural tones, and to have the tones varied according to the sentiment. Teachers seldom pay any attention to articulation; and the consequence is, that but very few articulate well.

It is very rarely that we hear a reader or speaker give each letter of the word its full sound. Very frequently indeed one-half of the word is dropped, or clipped, or inaudibly uttered. This defect in articulation keeps the mind constantly directed to the words, that it may make out what they are, and the attention is diverted from the subject. This practice is also very unpleasant to the ear.—Teachers should make their pupils give each letter and syllable its distinct, full sound. When this is done, there is a force and meaning in the word which is never felt when half uttered.

If I was asked what rules I would give to children in our common schools, that they might learn to read with ease, correctness, and impressiveness, I would say, only three, and these are very simple. I should not explain the philosophy of the human voice; I would not speak of emphasis, inflexion, or cadence; neither of pauses, accents, or intonations. But I would say, *understand what you read—read in a natural, conversational tone of voice, and read often.* If teachers will see that their pupils practice these three plain rules, they will have the pleasure of hearing good readers.—*District School.*

Extract from Bulwer—I know nothing we more want in this country than good class-books for the use of popular schools; books that shall exercise the judgment and teach

children to reflect. Such works should be written by a person of philosophical mind practised in education, and linked to no exclusive system.

Extract from Wm. H. McGuffey.

It has been frequently hinted, that the business of instruction was a joint concern, of the teacher and the parent. The part which the parent must take in it, throughout, comes now to be noticed, in its most important aspect. And that is, fellow-citizens, we must ourselves be the prominent and persevering teachers of our children, during the whole period, in which their characters are forming. We must subordinate every other concern to that. We must not leave it to hired help. We must not permit either business or pleasure, or even other duties, (none can be paramount,) to interfere with this class of obligations. We must not allow any man to dictate to us in the course which we pursue; nor must we ever lose sight of the actual engagements which employ our children from day to day.

We must here, as in other business, *superintend* at least, the whole concern, or it will not succeed. Let us decide what our children are to learn—procure for them suitable accommodations, books and apparatus—employ, for their benefit, the best instructors—and then keep our eye constantly upon them, their progress, and their instruction—encourage their despondency—repress their waywardness—show an interest in their studies, or we may be assured they will not. In a word, let us post up, *every day*, the whole concern, that we may have it under our eye, and let all concerned know that it is so.

Is it objected, that we have not time, thus to attend to the education of our children.—The answer is, we have as much time to spare from business, as our children have from amusement, and healthful exercise. But if time be wanting, then let us employ assistants, in our other avocations. Why should ladies fear to trust the management of household affairs to the exclusive care of servants, while they make no scruple of abandoning the education of their daughters, to those who are not, or are not known to be, any better qualified for their task, than servants are for theirs? Why should fathers consider it indispensable to superintend, in person, the concerns of their farms or their shops, or their merchandise; while they wholly neglect the proceedings of the school, to which are sent those sons for whom they are thus laboring? If we want leisure, let us employ more help, in every department of our business; but let us not be seduced, nor withheld by any engagements, so as not carefully to accompany our children, on the thorny path of elementary acquisition.

But we are ourselves ignorant of many things which we wish our children to learn; and in these we may be excused from accompanying them. If they are valuable acqui-

sitions, and useful in life, (and children should not be doomed to study any thing of a different character;) our ignorance furnishes an additional motive why we should accompany our children in these very studies. We can hardly claim respect for our opinions from those who are confessedly wiser than ourselves.—We ought, therefore, in defence of our authority, to keep pace with the improvements in school education. Besides, we can hardly hope that our children will be much interested in those studies, which they are aware we are ignorant of, unless we show sufficient interest to be willing yet to attend to them. If, when they come to us with a difficulty, which they have met with in their lesson, we put them off, with a declaration that either we do not understand, or do not care about what they are studying, can we be surprised, or blame them if they show but little farther concern in the matter? But even if it should prove impracticable (which I believe it will do only through indolence) to learn what our children are learning, though we may not have acquired it before, still we can show an interest in their studies like that of the healthful mother, who, though she could not read, yet required her son to read to her his daily lesson at the school, and judged of his proficiency, as she could, by general appearances, so that she correctly applauded his industry and rebuked his indolence, as they respectively occurred. Your speaker has seen the grandfather of eighty years, induced to look into a geography, in order to correct his little grandson, that glaring heresy of modern times, *that the earth turns round on its axis*, and after pronouncing the assertions of the little philosopher "*nonsense*"—"silly nonsense," became interested in the child's artless defence of his book, and finally to take lessons from his pupil, and become a companion of his studies for months together. The results were valuable. They showed that an aged man, in the midst of business engagements, could learn a new science; and that the effects of such a companionship were most salutary upon the mind of the child. That child was my pupil, and far surpassed his classmates, from the time he took his grandfather into partnership in his studies.

Every intelligent teacher will expect success, just in proportion as he can induce parents to take an interest in the business which he conducts, but which they must superintend. Let parents then be the instructors of their own children—employing all the assistance they may need or desire; but never resigning the business into the hands of another.

Popular Education.

In our country there can be no dispute about the propriety of diffusing the advantages of education among all classes of our citizens. Though an admitted truth, that virtue and intelligence are the pillars of our social happiness, and political safety, yet this, like

many other practical convictions, seems with too many to have passed from the heart into the creed, without correspondent determination upon action. Give the people light, is heard on all sides, and reiterated by every tongue. But year after year elapses, and still multitudes of young persons are growing up in our country, wholly destitute of the most common rudiments of school instruction. The example of this city is one full of promise. The liberal manner in which the children of all have provided for them, at the public expense, the means of being taught reading, writing, and arithmetic, confers great honor on Cincinnati.

The eye of intelligence, in its amplest field of contemplation, cannot rest on brighter, purer spots, than those occupied by institutions consecrated to the development and improvement of mind. And a nobler function cannot be exercised by man on earth, than that of co-operating with the universal Parent in his supreme purpose of creation, the advancement of human nature in the road of mental and moral perfection. Whenever the eye is directed to those district school-houses, built by the munificence of our city, for the education of all who will avail themselves of their ever open doors, the heart swells with the raptures of a generous sympathy, and we dwell in joyous anticipation on the rich benefits hereafter to be reaped by society, from our city schools. May the spirit which actuated the erection of these edifices, and which now sustains them, pervade our land, till every neighborhood shall be beautified by the presence of similar institutions!—
Dr. J. P. Harrison.

Extract from Dr. Harrison.

Primary schools, or those for general instruction in reading, writing and arithmetic, are the great seminaries of education for the body of the people. It was the remark of a great man, that give a child a sufficient mastery over the English language, as to enable him to spell, read and write it, and out of this amount of instruction, with a desire of improvement, he would work his way to the highest achievements of intellectual power.

Let this love for excellence in one of the departments of our nature, our capacity for knowledge, be assiduously fed by every process of instruction, and then, however small may be the acquisitions of the young mind at the time, yet having the principles of all vitality and growth, the faculties will soon unfold and exert themselves in eager pursuit of truth, till they bathe in those fountains of light which burst from the throne of God, and pour their living streams over the face of the universe.

Modes of Teaching.

What functions of mind are we to call into activity in the process of teaching? What principles are we to use? We cannot so well answer this question, as by referring to some

notable errors in education; errors which have prevailed in times past, and still prevail; which have governed whole nations; which have influenced the affairs of all mankind, and whose contrasted results are valuable to us.

The first of these errors is teaching men to *imitate* or *repeat*, rather than to *think*. We need to take but a very cursory glance at the great theatre of human life to know how deep a root this radical error has struck into the foundations of education. Look abroad among men, and ask yourselves how many of the moving multitude inquire into the springs of action! How many seek to know the causes and consequences of those scenes in which they themselves are actors! Or to descend to details, how many attempt to understand the true principles of the business, in which they are engaged? How many can correct a blunder, arising merely from the application of a principle! Analyze this boasted liberty of ours! Look again upon republican society in this freest land upon earth! Separate the living agents from the mere automata, in this game life, and tell me how many of the latter! how many of the former! And if you are not pleased with the result, tell me whether this is a decree of nature, or a fault of education. Whether you believe, if men were taught to be independent thinkers, and that while they revered all that was good or glorious or valuable, in the works of their ancestors, that they too, had an indwelling spirit, whose high prerogative it was, to extend the conquests of mind, they would cease to inquire and remain dull floats upon this ocean of being?

But if you would know what the effects of thinking are, compare Athens with China. Here three hundred millions of people, more than one-third the human race, whose history goes far back into remote antiquity, and who commenced with no small share of the arts and sciences, but who have added not a single particle to knowledge, nor taken one step in improvement: whose only policy is to prevent innovation, and whose only power is to perpetuate succession. Here another people, whose population does not exceed one-tenth that of Ohio; whose place can scarcely be found on the map; who commenced barbarians; yet, who have given to the world new sciences and new arts and whose mighty men infused into language,

"Thoughts that breath, and words that burn;" who reconquered their conquerors, by the spirit of eloquence, and whose renown has filled the earth.

What makes this mighty difference? The one learned to *repeat*, the other to *think*.

Qualifications of Teachers.

We come now to a qualification for teachers, without which I cannot conceive of success in anything. It is a zeal and a love for

his profession. And who has a better right to that zeal and that love, than he? Whose labors are to be more durable in time, or wide in extent? Who, much more than liberty, gives to fleeting life its color and its perfume? Whose influence shall survive the monuments of mental glory?

Would he compare himself with artists—with Phidias, or with Angelo? He is not forming a work like theirs, from the cold marble, lifeless and perishable; but is vested with power to mould a heart, warm with the beatings of youth, and direct a mind perennial in freshness, and immortal in youth.—Does he compare himself with musicians,—with Handel and Mozart? He is a performer upon a more complex instrument than theirs, strung with a thousand cords, and each cord susceptible of a thousand tones. Is it the hero with whom he would compare himself; *That* destroys, *this* creates: *That* conquers a kingdom of earth; *this* the dominion of mind. Is it the fame of the statesman, that he would reach? The statesman governs empires; HE teaches statesmen how to govern: that gives laws to property! *this*, to soul.

If it be fame he seeks, let him look at the roll of practical teachers only! What a record of renown! It is a sheet of fire. With whom is he enrolled! With Plato, with Euclid, with Cicero, with Descartes, with Boerhaave, and Newton; with Rush and Adams and Dwight; with Socrates, teacher of men; and Paul the apostle of God.

Let the teacher then remember the glory of his profession. Nor let him suppose, that men are unwilling to learn. The history of the world is against such a supposition.—Wherever there have been found men willing to teach, there have been pupils willing to learn.—*E. D. Mansfield.*

Arithmetic.

[The old system spoken of in the following article, refers to that exhibited in "Pike's Arithmetic," and other books of similar character. The new system, on the other hand, is practical and mental arithmetic combined, as illustrated in the works of Colburn, and still more clearly presented in the "Eclectic Arithmetics" by Joseph Ray. The books of Prof. Ray are peculiarly happy in their facility of imparting clear and just notions of the principles of calculation, and with the most easy and obvious reference to practical utility.]

Systems. Though most teachers, at the present time, prefer the new system, and the majority of the community are decidedly in favor of it; yet there are persons, and some whose opinions are entitled to high respect, who strongly object to the new system, and give a decided preference to the old. To such we ought at least to be able to give a reason why we prefer the new system.

For this we shall appeal to facts; they are

stubborn things, and the side which they favor must prevail. It must be allowed by all, that previous to the introduction of the new system, fewer persons learned arithmetic than at present. At least, fewer made any considerable progress in it. Very few females pretended to study it at all, and the number of either sex, that advanced much beyond the four primary rules, was very inconsiderable. And the learner was very seldom found, who could give a satisfactory reason for any operation which he performed. The study of it used to be put off to a very late period. Scholars under twelve or thirteen years of age were not considered capable of learning it; and generally they were not capable. Many persons were obliged to leave school before they were old enough to commence the study of it.

At present, the study of arithmetic is very general with both sexes, and among all classes. It is taught to advantage even to the very youngest scholars in school, and made to fill a portion of time, which used to be left unoccupied. And most scholars now have a thorough knowledge of arithmetic at an earlier age than it used formerly to be commenced. And scholars, who cannot give a satisfactory reason for their operations, are now as rare as were formerly those who could.

But perhaps the advocate for the old system will say, I grant that it was a little more difficult, and on that very account it was a better exercise for the mind, and when it was learned, it was learned more thoroughly. But in this we shall again find the facts on our side. It cannot be pretended, that those who did not study it at all, had their minds exercised by it; nor can much more be claimed for those who pretended to learn it. In those two classes, we have seen, was comprehended a very large proportion of the scholars.—And with regard to the remainder, a very little observation will show, that the advantage is in favor of the new system. I believe most teachers who have understood and taught well, the new system, will give it as their opinion, that most scholars who have studied arithmetic well, have learned more of other things, and learned them better, than they would have done, if they had not studied arithmetic at all, or had studied it in the old way. And in this class of teachers, we shall find a great number, who have been successful both on the old and new systems. It will pass for no argument at all, at the present time, for a man, however well skilled in arithmetic he may be himself, to come forward and say, I have tried your system, and could not succeed with it all; therefore it is good for nothing. The reply to such a one is, You have not taken the trouble to understand the system; therefore you have not given it a fair trial.—And we are sure that a sufficient number of successful teachers on the new system can be produced to justify such an answer. Those who do not believe, that pupils taught by the new system, are as ready and expert in the use of figures, and in calculation generally,

as those taught in the old way, have only to go into the best schools taught on the two systems, and examine for themselves. Unless they will do this, they will not be convinced; and if they do, we do not fear for the result.

We believe also that we have reason on our side, as well as facts. By the old system, the learner was presented with a rule which told him how to perform certain operations on figures, and when these were done, he would have the proper result. But no reason was given for a step. His first application of his rule was on a set of abstract numbers, and so large that he could not reason on them, if he had been disposed to do so. And when he had got through, and obtained the result, he understood neither what it was, nor the use of it. Neither did he know that it was the proper result, but was obliged to rely wholly on the book, or more frequently on the teacher. As he began in the dark, so he continued; and the results of his calculation seemed to be obtained by some magical operation rather than by the inductions of reason.

By the new system, the learner commences with practical examples, on which the numbers are so small that he can easily reason upon them. And the reference to sensible objects gives him an idea at once of the kind of result which he ought to produce, and suggests to him the method of proceeding necessary to obtain it. By this he is thrown immediately upon his own resources, and is compelled to exert his own powers. At the same time, he meets with no greater difficulty than he feels himself competent to overcome. In this way, every step is accompanied with complete demonstration. Every new example increases his powers and his confidence. And most scholars soon acquire such a habit of thinking and reasoning for themselves, that they will not be satisfied with any thing, which they do not understand, in any of their studies.

Instead of studying rules in the book, the reason of which he does not understand, the scholar makes his own rules; and his rules are a generalization of his own reasoning, and in a way agreeable to his own associations.

Modes of Teaching.

We conclude, then, that the new system is preferable to the old. We now come to the question, What is the best mode of teaching the new system? This is a question frequently asked, and frequently discussed. In the way that the question is usually considered, it does not admit of an answer. It may be briefly stated to be his who teaches the best. But then it will be found to be the best only in his hands. For any other teacher, another method would be better; so that the method must be suited to the teacher; and the teacher again, to be successful, must adapt his method to the scholar. For, until mankind are all made to think alike, and act alike, and look alike, it will be worse than

useless, it will be absolutely injurious, to endeavor to make them teach alike or learn alike; I mean in the detail. For there are a few general principles, some of which I shall endeavor by and by to explain, which are applicable to all, and must be attended to by all, who wish to be successful in teaching. The best method for any particular instructor, is that by which he can teach the best. It is that, which is suited to his particular mode of thinking, to his manners, to his temper, and disposition; and generally, also, it will be modified by the character of his school. So that if I am to give an instructor particular directions with regard to teaching, I must see him in his school, and see him teach. Then my instructions would not tend to change his manner, but to improve it, if it were faulty.

Teachers are very apt to pride themselves upon some plan, which they have discovered, for keeping up the attention of the scholars, or of directing their attention to some important point, or of making them remember certain things, or of explaining certain difficult subjects, or of exciting emulation among their pupils, and many other things of the like kind—which, they suppose, if it were generally known and adopted, would be a great improvement;—not being aware that the thing is peculiarly adapted to themselves, and to themselves only, and that if another person were to attempt the same thing he would fail. Many have felt so much confidence in improvements of this kind, mistaking a particular case in which they have been successful for a general principle, that they have been at the pains to prepare books, adapted to those particular modes, with the greatest expectations of success. But such books always fail of general success, not because the methods were not good and successful in the author's hands, but because others cannot enter into the spirit of them. Such books, if they are not used in precisely the way that the authors intended, cannot be used at all.

By these remarks, however, I would by no means discourage any teacher from communicating his methods to others. On the contrary, I would encourage every one to do it, whatever his methods may be. For though others should not think proper to adopt them exactly, yet they may frequently draw hints from them to improve their own. And the very fact of a teacher's giving so much attention to his own methods, as to be able to explain them to others, will be very useful to himself, and often the cause of improvement in them. But no one should feel disappointed, because others do not adopt his plans; neither should he despise the plans of others, though he does not choose to adopt them himself.

Without giving any very particular directions with regard to modes of teaching, I will state a few general principles, that will apply to almost all modes; and whoever will pursue his own mode according to them, will

teach successfully. Most of them are applicable to all other subjects, as well as to arithmetic. And if, in the course of the lectures, you may have heard them from others, or may hear them hereafter, which I dare say will be the case, they will not be injured by the repetition.

Prussian System of Public Instruction.

[The following is taken from a work entitled, "A REPORT ON THE PRUSSIAN SYSTEM OF PUBLIC INSTRUCTION, AND ITS APPLICABILITY TO THE UNITED STATES; BY PROFESSOR CALVIN E. STOWE."—One volume 18mo., Price 25 cents.]

[This little volume ought to be read by every teacher, parent, and friend of education in the United States.]

THE kingdom of Prussia, at the present time, affords the rare spectacle of an absolute sovereign, exerting all his power for the intelligence and moral improvement of his people. The government of Prussia, in which the voice of the king is every thing, and the voice of the people nothing, does more for the education of the whole people, than has ever been done by any other government on earth.

1. *General Plan.*—The general plan of public instruction in Prussia, contemplates five different grades of instruction, as follows:

1st. Elementary district schools, for the instruction of all the children in the kingdom, in the elementary branches.

2d. High schools, for the purpose of giving a good business education to those who have gone through with the primary course, in the elementary schools.

3d. Gymnasias, for the instruction of the youth, who are to enter the universities, in the languages and sciences.

4th. The teachers' seminaries, for the particular instruction of those who are to spend their lives in the business of teaching.

5th. Universities, in which the highest branches of literature and science, and the various learned professions are studied.

These five classes of institutions are designed for the whole kingdom, and the advantages of them, as nearly as possible, are equally diffused. Besides these, there are other institutions, the establishment of which is regulated by the various wants of the population in different parts of the kingdom. Among these are:

1st. Infant schools, or dame's schools, as they are there called, for the care of neglected and orphan children, who are not of suitable age to be admitted to the elementary district schools.

2d. Female working schools, for the instruction of girls in needle work, and other appropriate employments of their sex.

3d. Manufacturers' and mechanics' schools, for the instruction of apprentices in those branches of science, which will afford them most important aid in their several occupations.

4th. Military schools, for the education of those designed to be officers, in the army.

My remarks will be confined, principally, to the district and high schools and teachers' seminaries, which are most necessary for our own country, and of themselves form a complete and harmonious system for the education of the whole people.

II. General Governmental Organization.

For the whole kingdom, there is a minister of public instruction, who is a member of the king's cabinet, and with the assistance of a council, composed of clergymen and laymen, has the superintendence of public instruction throughout the monarchy. The kingdom is divided into ten provinces, and each province has a school-board and a board of examiners for the superintendence of the educational concerns of the province, and who are directly responsible to the minister. In every province, there is designed to be a university of the highest class.

The provinces are subdivided into regencies, of which there are twenty-eight in the kingdom. The president and council of the regency superintend the affairs of the education, and report to the provincial board.—The regencies are subdivided into circles; each circle has its educational inspector, and a suitable number of gymnasia and teachers' seminaries, according to the wants of the population. The circles again are subdivided into parishes, each of which has elementary and high schools sufficient for its whole population, under the supervision of committees appointed by the government, and directly responsible to the circle inspectors. Besides these, there are examiners and counsellors, the number of whom varies according to circumstances. All these officers are paid for their services, according to the amount of time and labor employed. The minister of public instruction is always a protestant; but in the selection of every subordinate officer, the most scrupulous regard is paid to the religious views of the community in which he is to act: for example, in every parish where the majority are catholics, the majority of the school committee must be catholics, and the minority protestants; and in the parishes where the majority is protestants, the reverse.

III. Duty of Parents and Guardians to keep their Children at School.

—All children, between the ages of five and fourteen, are *permitted* to attend school, and all between the ages of seven and fourteen, are *obliged* to attend. No excuse, whatever, is admitted, short of physical inability, or absolute idiocy. It is a duty of the school committee of every parish to consult the parish registers, and take an accurate census of all children born in the parish; and of the school masters, to keep an accurate record of all the children who attend, note every instance of absence or tardiness, and report to the committee. If the committee find that any child is negligent in his attendance,

or any does not attend at all, the parent or guardian of such child, is immediately visited, causes of delinquency are inquired into, and if the reasons are not satisfactory, he is admonished to do his duty, and if this admonition fails, he is again visited and admonished by the clergyman of his parish—and, if he still continue negligent, he is punished by fines or by civil disabilities; and, as a last resort, where all other means have failed, his children are taken from under his care, and educated by the local authorities. The children of poor parents are supplied, at the public expense, with clothing and books when *absolutely necessary*; and when the services of children of the laboring classes are needed by their parents, the hours of attendance on school are so regulated as to meet this exigency. Should the parents object to the religious instruction of the schools, their children are allowed to withdraw during the hours when religious instruction is given; and, in these cases, the parent is obliged to give the religious instruction himself, or cause it to be given by some approved clergyman of his own creed. The reports of the school masters and of school committees are regularly transmitted to the minister of public instruction—and the absence, or tardiness, or negligence of any child in the kingdom is known. So completely successful has the plan been in securing a uniform attendance, that the number of children, regularly attending school, is greater than the whole number in the kingdom between seven and fourteen, the period in which attendance is peremptorily demanded by law.

IV. *Duty of Parishes to maintain Schools.*—Every parish is required to provide a sufficient number of schools for the instruction of all the children in the parish—and in no case is there to be more than one hundred children in the same school.

The following things are demanded by the law, as essential to the maintenance of every school.

1st. A suitable income for school masters and mistresses—and a certain provision for them when they are past service.

2d. A building for the purposes of teaching and exercise, properly laid out, kept in repair, and warmed.

3d. Furniture, books, pictures, instruments, and all things necessary for the lessons and exercises.

4th. Pecuniary assistance for necessitous scholars.

Teachers are required to devote themselves entirely to the business of teaching.—They cannot engage in any other employment, whatever, without the consent of the committee; and the committee have no power to permit them to do anything that would in the least, interfere with their professional duties. To relieve them from all anxiety in regard to provision for their families, they are comfortably supported when disabled from service, and their widows and children provided for, in case of their death. These expenses are mostly paid by a parish tax, and the committees are legally responsible; but public funds are provided, as far as pos-

sible, especially for the support of disabled teachers and their families. When the members of a school district are of different sects, the school master is to be of the faith of the majority, and his assistant of that of the minority. The school committee are chosen on the same principle.

V. Course of Instruction.—The law declares that every complete elementary school must comprehend the following objects:

1st. Religious instruction, as a means of forming the moral character of children, according to the positive truths of christianity.

2d. The German language, and in provinces where a foreign language is spoken, the language of the country in addition to the German.

3d. The elements of geometry, together with the general principles of drawing.

4th. The elements of physics, geography, general history, and especially the history of Prussia.

5th. Singing, with a view to improve the voices of the children, and to perfect and enoble the popular songs and church psalmody.

6th. Writing and gymnastic exercises, which fortify all the senses, especially that of sight.

7th. The simplest manual labors and husbandry.

Every high school is required to give still more complete instruction in all the branches above mentioned; and, in addition to these, to teach Latin, the more important modern languages, such as the French and English, and the constitution and laws of Prussia.

Every scholar in the elementary schools, is required to complete the full course of seven years, and in the high schools, the course of three years in addition; and accurate reports on this subject are regularly transmitted to the minister of public instruction.

The bible is the basis of religious instruction in all the schools: the protestant children are taught from the protestant translation, and the catholic children from the catholic translation, and the Jewish children from the Old Testament, if the parents require it.

Where parents assume the religious instruction of children themselves, or commit it to religious teachers of their own creed, the school committees are required to make rigorous examination, and report accurately to the government, respecting the kind and amount of religious instruction given.

VI. Supply of Teachers.—In order to furnish the numerous schools with well-qualified teachers, each of the twenty-eight regencies, into which the kingdom is divided, is required to maintain at least one seminary for the education of teachers. Not more than seventy pupils can be received into any one of these seminaries; the age of admission is from sixteen to eighteen, and the term of study three years. The law declares, that 'the principal aim of these seminaries shall be, to form teachers, sound both in body and mind; to imbue them with sentiments of religion, and with zeal and love for their duties.' The course of instruction

and exercises comprehends all the branches which are taught in the elementary high schools: particular attention is given to singing and playing on the organ. They are instructed in regard to the best methods of teaching; and for the sake of practice in this branch, *model schools* are attached to all these seminaries, in which the pupils, under the superintendence of the teachers, give daily instruction.

The same care to maintain inviolate the rights of conscience, is manifested in these as in all the other educational establishments of Prussia. In each regency, where the number of protestants and catholics are nearly equal, there is established, if possible, a teacher's seminary for each religion: but where the inequality is great, the schools of the less numerous sect are supplied from a teachers' seminary of the same sect, in another regency. In all the teachers' seminaries, common to protestants and catholics, each pupil receives the religious instruction appropriate to his own creed.

After having gone through the regular course of preparation, the candidate is rigorously examined, in respect to the acquisitions he has made, and his aptness to teach, and he receives a certificate, indicative of his degree of qualification. Of these certificates there are three grades: 'Excellent,' 'Sufficient,' and 'Passable.' Such as prove incompetent, are either wholly rejected, or sent back to continue their studies. Those who are accepted, then receive commissions from the government, and are placed in larger or smaller schools, according to their capacity. No one can decline a government appointment, but every one has the opportunity to earn promotion, by meritorious effort. The teachers are all subjected to a most rigorous responsibility, which has all the promptness and efficiency of the strictest military discipline. They are required to form associations for mutual improvement and the combinations of experience, and are furnished with libraries and apparatus at the expense of the government. The support of teachers has already been noticed under the Fourth Head; and, in addition to this, the law declares that they 'have a right to expect, that every one should pay them the respect and gratitude to which they are entitled as laborers in the sacred work of education. Masters and mistresses ought, therefore, to be the object of general esteem, due to their laborious and honorable functions.'

VII. Superintendence and Government of Schools.—The schools are committed to the superintendence of the several officers described under the Second Head. In addition to these, the civil magistrates of the several towns, are required to exercise a general supervision, and aid the school committee, with all their authority. It is made the special duty of clergymen to visit the schools—to watch over the conduct of the teachers—to excite and encourage the children in the prosecution of their studies—to urge on parents the importance and advantages of educating their children, and to preach at regular intervals on the subject of general education. No clergyman can re-

ceive license to exercise his functions in Prussia, until he has been examined and approved as to his knowledge and disposition in respect to common school instruction.

The government of the schools is required to be paternal and religious. Every school is required to be opened and closed with reading the scriptures, singing and prayer. No severe or degrading punishments are allowed, which would tend to diminish self-respect, or make the pupil forget that he is a man; and no rewards are offered, but public approbation and increased opportunities of learning.

VIII. Private Schools.—The government intend that the public schools shall be the best possible; but they do not prohibit, but rather encourage the establishment of private schools. These private schools, however, are obliged to make the same accurate reports, and are subject to the same rigorous responsibilities: the pupils are bound to the same punctuality and completeness; and appropriate religious instruction is, on no pretence, to be omitted. The time allotted to religious instruction, is to be two or three hours each week. 'Small christian sects throughout the country, and Jews also, are permitted to organize, according to their particular constitution and discipline, the management of their own schools.' The law also says:

'If the public schools fear injury from the neighborhood of private ones, they have only to endeavor to avert the evil, by redoubling their efforts after perfection. The instruction of females is never committed to any but married men, or to those of their own sex. Those who receive young pupils as boarders, must ask permission of the local school authorities, who are to examine into the moral fitness of the applicants, and whether their house be suited to the undertaking, and if no objection exist, permission must be granted.'

The several particulars above mentioned, constitute the most important features of the Prussian school system. There are numerous other regulations, which show equal wisdom and the anxious attention of the government to particulars, the most minute, which might affect the prosperity or usefulness of the public schools. For example: the school houses throughout the kingdom are constructed on a carefully devised and uniform plan; they occupy pleasant and healthful locations, and are furnished with neat play grounds, gardens and work shops. The boys' schools have public examinations at regular intervals; but in the girls' schools, both public and private, the parents only are permitted to attend the examinations, and all public exhibitions of every sort are prohibited.

This system, wise and admirable as it is, the king did not attempt to force upon his people at once and in opposition to long-cherished prejudices. On the contrary, in those parts of his kingdom, where there had been no system of public instruction enforced by law, as in the provinces on the Rhine, he had recourse, first, to the influence of persuasion and example; and though the

whole system was completed in 1819, it did not become legally binding on the Rhenish provinces till 1825. It is impossible to contemplate this system without admiring the completeness and beauty of the plan—the wisdom, benevolence, and good taste of its minutest regulations—and the promptness and efficiency with which every part of it is carried into execution.

Who will refuse to do honor to the monarch that has thus devoted himself to the best interests of his people, and has devised and executed so admirable a plan for their intellectual and moral improvement!

When shall we see republicans doing for themselves what this absolute sovereign is doing for his people?

[The applicability of this system to the United States, forms a second part of Prof. Stowe's work; and will be presented, in brief, in the next number of the "Common School Advocate."]

MANSFIELD'S POLITICAL GRAMMAR of the United States; or a complete view of the theory and practice of the General and State Governments, with the relations between them. By EDWARD D. MANSFIELD, Professor of Constitutional Law in Cincinnati College.—Being one of the "ECLECTIC SERIES OF SCHOOL BOOKS."

This work is dedicated to the young men of the United States, and they cannot do better than to study it, for no where can they find as much information respecting the political institutions of their country, in as condensed and clear a form, as in this work.—The edition before us is stereotyped. In thus perpetuating his work we think Mr. Mansfield has done wisely, for we cannot doubt that when more known, the 'Political Grammar' will be used very generally as a text book for schools and colleges—it is clear, logical, elementary, and condensed. We know not of any book better fitted to give the outlines of a science, than this is to give those of political law and action.

It begins with forty-eight definitions, by which the student is enabled to follow the writer's after-argument with ease, and the writer to argue with clearness and certainty. In beginning his work thus, Mr. Mansfield has made use of mathematical habits of thought with judgment, and great success: next comes an historical account of the origin of our present Constitution, in which the writer goes back to the first peopling of our country, and traces the various changes from the Colonial to the Confederate, and from that to the present form of government. He gives the essence of some of the earlier leagues formed and proposed among the states; and also the articles of the general Confederation of 1777;—pointing out at the close of the chapter, the progress towards union which had been made up to that period.

The next chapter treats of the existing constitution: it takes up clause after clause, and comments upon each, stating the questions which have been raised, and the decisions and opinions which have been expressed respecting them. In this chapter may be found a complete sketch of Constitutional Law, with references to those reports and works which must be read to gain a full idea of the subject. At the close of it the Instrument is given in its connected form; together with Washington's farewell letter, and the ordinance of '87 for the governing of what was then the north-west Territory.

In chapter third we have the history of the ratification of the constitution, with the various objections made to it in the State Conventions, and the changes proposed by them. In this chapter are also given extracts from Washington's letter to the president of Congress, accompanying the Constitution; it is a paper which serves to show the light in which that great man viewed the question of consolidation, of late years agitated at the South. That question is of vital importance, and Mr. Mansfield's book is throughout with Washington and Webster upon it: all is well.

The fourth chapter gives an insight into the leading features of the State Governments, and is peculiarly deserving of study:—as is also the fifth in which are stated seventeen propositions, showing the nature and great principles of groundwork of both Federal and State Constitutions.

Lastly, come two chapters giving an account of the operation of the National and State Governments; into these chapters is condensed a mass of information respecting the Executive Departments, modes of proceeding, &c. not easily obtained elsewhere, and no where found in so connected and logical a form. All parts of the work are easily referred to by means of the very excellent index at the beginning. We can compare Mr. Mansfield's Grammar, as a school-book, with but two other works: one is judge Story's Commentaries, abridged for the use of high schools and colleges; and of the two we give the preference decidedly to the Grammar, as giving a more clear and full outline of political law in much less than half the space—Judge Story treats of the Federal Constitution and its powers; but not of the State Governments, nor the mode of operation of either.—The other work referred to, is the Political Class Book by William Sullivan and George B. Emerson of Boston; a very excellent and popular work, and which is so far from being a rival of Mr. Mansfield's that we should look on it as being almost a necessary companion.

The Class Book treats of political truth in the broadest sense of that term; of society in the abstract, of religion, education, and the social rights and relations; the Grammar treats of governmental truth, and of that not generally, but as existing in the United States. The two works have different spheres, one within the other; and although Mr. Sullivan's work says much of State Governments, and something of that of the Union, it cannot as a whole be looked on as a rival of Mr. Mansfield's much more particular and detailed exposition. The Class Book should be first studied; the Grammar next; and then Story, the Federalist, Elliott's Debates, and those of Judge Marshall's opinions referred to by Mr. Mansfield.—*West. Mon. Mag.*

Want of Schoolhouses.

It is greatly to be lamented that in our original town plots, grounds were not laid out and reserved for public squares, and especially for school-houses. Most of our towns have no such provision; and in many it is almost too late to remedy the evil. Lands have advanced so rapidly, that it is extremely difficult to procure suitable accommodations for schools. This is a serious hindrance to the establishment of schools in Western towns. Teachers generally are not able to purchase the amount of land necessary for a school-house, and to erect suitable buildings; and the income from their schools will not enable them to pay a great rent for school-rooms, which, by the way, are scarcely to be had at any price—How then can the people expect to have good schools? They might as well expect the merchant to open his store solely for their accommodation, and to sell his goods below cost. Is it not the duty of those who wish their children to be educated, to see that proper places are provided for the accommodation of schools. People complain of the want of good teachers. It is true, there is a want of such; but there is a greater want than that—the want of good school-houses. Provide these, and you will find teachers.—*Twining.*

Our Schoolhouses.

These humble institutions scattering light in every direction, are the guardians of freedom and the strength of our country. From every one of our school-houses in this republic, there goes forth a stream of light that falls upon, and cheers, and improves, every farm, and workshop, and family hearth, in the neighborhood. The school-house is the former and nourisher of the mind in the district. It is the place where the farmer, and the mechanic, the mothers receive their education. Shut the door of the school-house, and agriculture is forgotten, manufactures cease, and commerce stops. Strike from existence these intellectual fountains, which are daily pouring light and liberty over the land, and all is night—the darkness of midnight and barbarism.

Friends of education! to neglect these school-houses is as criminal, and shows the same want of patriotism and philanthropy, as to destroy them. Have you thought of this?

TO TEACHERS AND PARENTS.

A warm friend of common Schools has said, 'Among the duties of the guardians of public education, it is one thing to provide the ways and means in support of the cause, another to obtain competent teachers, and last, to furnish them, as you would the mechanic or the artist, if you would expect the best result from their labors, with proper tools and materials—that is to say, with the best books. Money lavished in the purchase of inferior books, is not only lost; but that time, which is the most precious to the young for improvement, is gone, and cannot be redeemed.

The friends of education are requested to examine the 'ECLECTIC SERIES.' Their merit will, doubtless, gain for them a wide circulation, and they are recommended to all Teachers who wish to introduce good books.

NEW SCHOOL BOOKS,—ECLECTIC SERIES.

Published and for sale at the "Cincinnati School Book Depository," by TRUMAN & SMITH;—Pittsburg, by J. N. Patterson & Co.; Wheeling, by J. Fisher & Son; Louisville, by Morton and Smith; Nashville, by W. A. Eichbaum; Lexington, by A. T. Skilman; Natchez, by Pearce and Beanson; New Orleans, by Hotchkiss & Co.; St. Louis, by Turnbull; Cleveland, by Strong & Co.; Dayton, by Barratt & Brown, Columbus, M. Bell.

THE ECLECTIC PRIMER; with pictures, to teach young Children how to Spell and read. By William H. McGuffey. *In press.*

THE ECLECTIC FIRST READER; for young children consisting of progressive Lessons in Reading and Spelling in easy words of one and two Syllables. Illustrated with numerous handsome Pictures. By William H. McGuffey, Professor in the Cincinnati College. *Stereotyped.*

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THE ECLECTIC THIRD READER; containing choice Lessons in Prose and Poetry; with plain Rules and Directions for avoiding common errors. By William H. McGuffey, Professor in the Cincinnati College. *Just published.*

THE ECLECTIC FOURTH READER; a selection of Exercises in Reading, from standard American and English Authors; with Rules and Directions. By William H. McGuffey, Professor in the Cincinnati College. *In press.*

It is believed, that the ECLECTIC READERS are not equaled by any other series in the English language.—Professor McGuffey's experience in teaching, and special attention, in early life, to the department of reading and spelling—his peculiar acquaintance with the wants of the young mind—and his enthusiastic interest in the promotion of common schools, render him most admirably qualified for his undertaking. This series of Readers is the result of much labor. In preparing the two first books, he has taken a class of young pupils into his own house, and has taught them spelling and reading for the express purpose of being able to judge with the greatest accuracy of the best method of preparing the Reading Books. The Lessons and Stories which he has adopted in the First and Second Books, are probably the most simple, and yet the most instructive, amusing and beautiful for the young mind that can be found in our language. The Third and Fourth Books, being in regular gradation above the First and Second, are made up of beautiful and chaste selections from prose and poetry; the whole forming a progressive series, (of excellent moral tendency) peculiarly adapted to the purpose of instruction.

THE ECLECTIC ARITHMETIC; or the Principles of Calculation on the analytic and inductive Method of Instruction; with a concise System of Book-keeping; designed for Common Schools and Academies. By Joseph Ray, Professor of Mathematics in the Woodward High School, Cincinnati; late Teacher of Arithmetic in that Institution. *In press.*

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Ray's Little Arithmetic consists of tables, Questions and Exercises, to employ the mind and fingers; designed to go before the slate and prepare for it. It is very simple, clear, progressive, and adapted to the capacities of young children. Several thousands have been sold in a short time, and it is considered the best intellectual Arithmetic for young beginners ever published.

RAY'S TABLES AND RULES; in Arithmetic, for Children. Prepared expressly for the Eclectic Series. *Stereotyped.*

A careful examination of these Arithmetics will show that their Author (who is a very successful teacher of arithmetic and mathematics) has prepared them—as all books for school uses ought to be prepared—from the results of actual experiment and observation in the school room. They are comprehensive, containing twice the usual quantity of matter in works of this class; and by judicious arrangement in printing, are rendered the cheapest books in this department of education.

The Eclectic System of Instruction now predominates in Prussia, Germany, and Switzerland. It is in these countries that the subject of education has been deemed of paramount importance. The art of teaching particularly, has there been most ably and minutely investigated.

The Eclectic System, 'aims at embodying all the valuable principles of previous systems, without adhering slavishly to the dictates of any master, or the views of any party. It rejects the undue predilection for the mere expansion of mind, to the neglect of positive knowledge and practical application.'

It is often asked, 'why have we so many inferior school books, and so few which are really meritorious and adapted to the purposes of instruction?'

This question though often asked, may be easily answered. Want of adaptation to their work on the part of the authors, is, undoubtedly, the true cause, to which may be attributed the ill success of many of those who attempt to prepare books for the school room.

Upon the same principle that a mechanic, or any other person, seldom attains success in more than one art—so, also, it must be admitted, that no one man can expect to succeed in preparing books for every department of the school. A man may possess eminent attainments as a scholar, and be very familiar with the sciences but still he may not 'be apt to teach,' nor even successful in preparing one of the most elementary works for primary schools.

Again; A person may be highly successful in the preparation of an Arithmetic, and receive the well-merited praise and thanks of a large number of teachers and parents, for his admirable adaptation of principles to the juvenile mind—and yet utterly fail in preparing a Grammar, or a work on Geography; and for the simple reason, that his powers are not adapted to that particular department.

In preparing the ECLECTIC SERIES, the principle of division of labor has been adopted, and the books for the different departments have been assigned to different individuals—to men of a practical character, who are extensively known as successful teachers in the branches they have undertaken, and who know the wants of schools from actual experiment and observation in the school room.

The ECLECTIC SERIES will be extended as fast as a due regard to the interests of the books will admit.—It is intended that not a single work will be admitted into the series unless it be considered decidedly better for purposes of instruction, than any other of its kind extant.

It is the determination of the publishers to have the whole series of books handsomely printed on a fair type and good paper—to have them well bound, and to sell them at low prices.

School Committees and Teachers will be gratuitously supplied with copies of the above books for examination, on application to any of the publishers.

New School Books.

We are sincerely pleased with the appearance of a series of school books under the title 'Eclectic School Series.' We have before us the First and Second Readers. This series of Reading Books is prepared by Prof. McGuffey, of Miami University. From the preface, we learn that this gentleman did not rely on past experience merely in preparing these works, nor alone upon philosophy, but that he took a class of young children into his house, and by experimental teaching prepared the books, at least the First Reader.—The work evidences this care. The selections are very simple, very entertaining, and of unimpeachable morality. It is difficult to be simple without being silly, and being simple to be interesting. Yet Prof. McGuffey has succeeded rarely in avoiding the evil and securing the good.—We think no school can use these without some of the following effects, viz: great facility on the part of the teacher; great ease in understanding them by the scholars; great interest in the selections; and (if the plan of the questions be adopted) great progress in learning to think of what they read. They are got up in a very superior style;—the paper is good, the type clear, and the cuts are well done. We see no eastern school book with which the Eclectic series would not compete to great advantage.—*Cin. Jour.*

[From Mr. A. W. Corey—of the firm of Corey, Fairbank and Webster, late publishers of the "Primary Reader," the "Elementary Reader," &c. Mr. Corey has been a practical teacher, and well knows what a School Book ought to be.]

I have examined with care the ECLECTIC FIRST and SECOND READERS, and will cheerfully give my opinion of their merits.

I have tested experimentally their utility and adaptability to the end for which they were designed—having used them successfully in the instruction of my own children.

Their Excellencies consist,

1st. In a happy conception of subjects,—subjects with which small children are familiar, and which are therefore, calculated at once to arrest their attention, and excite an interest in their minds.

2d. In the striking coincidence between the Pictorial representations and the Lessons. The child perceives that he is reading an accurate description of the things represented in the Picture, which greatly increases his interest in the Lesson.

3d. In the adaptation of language and mode of expression to the capacities of small children, while at the same time there is nothing puerile. In this particular, in which so many fail, I consider the author of the Eclectic Series to have been peculiarly successful.

4th. In the gentle and natural graduation of style, adapted to the progressive improvement of children.

5th. The moral tendency of the Lessons. There is nothing taught in these Books but what a parent, desirous of the present and future welfare of his child, would be willing for him to know.

I consider these books as unsurpassed if equaled by any thing of the kind I have seen.

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